16 KAR 1:016. Standards for Certified Teacher Leader.

RELATES TO: KRS 161.020, 161.028, 161.030
STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires the Education Professional Standards Board to establish standards for obtaining and maintaining educator certification. This administrative regulation establishes the standards required for certified teachers to obtain or maintain certification as a teacher leader.

Section 1. Teacher Leader Standards for Educator Preparation and Certification. Effective August 1, 2019, the Education Professional Standards Board shall use the standards established in this section in the evaluation and assessment of a teacher leader for advanced certification and for the approval of teacher leader master preparation programs.

(1) Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.

(a) The teacher leader shall be well versed in adult learning theory and shall use that knowledge to create a community of collective responsibility within his or her school; and

(b) In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader shall ensure improvement in educator instruction and, consequently, student learning.

(2) Standard 2. Access and Use Research to Improve Practice and Student Learning.

(a) The teacher leader shall keep abreast of the latest research about teaching effectiveness and student learning, and shall implement best practices if appropriate; and

(b) He or she shall model the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

(3) Standard 3. Promote Professional Learning for Continuous Improvement.

(a) The teacher leader shall understand that the processes of teaching and learning are constantly evolving; and

(b) The teacher leader shall design and facilitate job-embedded professional development opportunities aligned with school improvement goals.

(4) Standard 4. Facilitate Improvements in Instruction and Student Learning.

(a) The teacher leader shall possess a deep understanding of teaching and learning, and model an attitude of continuous learning and reflective practice for colleagues; and

(b) The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.

(5) Standard 5: Promote the Use of Assessments and Data for School and District Improvement.

(a) The teacher leader shall be knowledgeable about the design of assessments, both formative and summative; and

(b) The teacher leader shall work with colleagues to analyze data and interpret results to inform goals and to improve student learning.

(6) Standard 6: Improving Outreach and Collaboration with Families and Community

(a) The teacher leader shall understand the impact that families, cultures, and communities have on student learning; and

(b) As a result, the teacher leader shall seek to promote a sense of partnership among these different groups toward the common goal of excellent education.

(7) Standard 7: Advocate for Student Learning and the Profession.

(a) The teacher leader shall understand the landscape of education policy and shall identify key players at the local, state, and national levels; and

(b) The teacher leader shall advocate for the teaching profession and for policies that benefit student learning.

Section 2. The teacher leader may utilize the guidance contained within the Teacher Leader Model Standards published by the Teacher Leadership Exploratory Consortium.

Section 3. Incorporation by Reference. (1) "Teacher Leader Model Standards", 2011 is incorporated by reference.

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